

## **BATESBURG-LEESVILLE HIGH**

600 Summerland Avenue  
Batesburg-Leesville, SC 29006

**GRADES** 9-12 High School

**ENROLLMENT** 675 Students

**PRINCIPAL** Raymond Padgett 803-532-9251

**SUPERINTENDENT** Dr. William Gummerson 803-532-4423

**BOARD CHAIR** Dr. Debbie Black 803-532-5321

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of High Schools with Students like Ours

**Excellent**

8

**Good**

16

**Average**

5

**Below Average**

0

**Unsatisfactory**

0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**N/A**

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	N/A
2004			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	75.8	73.4	67.7	67.4	63.4	65.5
Passed 2 subtests	9.7	17.2	19.7	16.7	18.2	17.8
Passed 1 subtest	8.1	9.4	5.5	9.8	11.7	9.9
Passed no subtests	6.5	0.0	6.3	6.2	6.7	6.1

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	117	94.9	142	9.2	152	75.0
<b>Gender</b>						
Male	53	92.5	67	11.9	69	76.8
Female	64	96.9	75	6.7	83	73.5
<b>Race or Ethnic Group</b>						
African American	37	83.8	59	0.0	64	62.5
Hispanic	1	I/S	0	N/A	0	N/A
White	79	100.0	83	15.7	88	84.1
Other	N/A	N/A	0	N/A	0	N/A
<b>Disability Status</b>						
Non-speech disabilities	2	I/S	14	0.0	16	37.5
Students without disabilities	115	95.7	128	10.2	136	79.4
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	2	I/S	142	9.2	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	117	94.9	142	9.2	152	75.0
<b>Lunch Status</b>						
Subsidized meals	36	86.1	58	0.0	71	50.7
Full-pay meals	81	98.8	84	15.5	81	96.3

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	9.2	10.5
Seniors who met the SAT requirement	9.2	10.8
Seniors who met the grade point average	45.8	51.1

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 675)				
Retention rate	11.9%	Up from 11.6%	8.3%	7.3%
Attendance rate	92.7%	Down from 94.8%	95.4%	95.5%
Eligible for gifted and talented	13.9%	Down from 14.6%	7.3%	5.1%
With disabilities other than speech	10.9%	Up from 9.3%	12.1%	12.2%
Older than usual for grade	16.9%	Up from 13.3%	10.6%	10.1%
Suspended or expelled	4.3%	Down from 4.6%	2.5%	2.3%
Enrolled in AP/IB programs	0.0%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	4.6%	Up from 2.9%	3.1%	2.7%
Career/technology students in co-curricular organizations	20.9%	Up from 18.6%	5.4%	3.2%
Enrollment in career/technology center courses	462	Up from 436	459	433
Students participating in worked-based experiences	44.2%	Up from 35.8%	26.5%	26.3%
Career/technology students mastering core competencies	78.8%	Down from 78.9%	77.1%	74.9%
Career/technology completers placed	98.9%	Up from 98.7%	99.4%	99.5%

Teachers (n= 45)				
Teachers with advanced degrees	48.9%	Up from 41.3%	48.4%	51.7%
Continuing contract teachers	86.7%	Down from 93.5%	80.0%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.5%	Down from 89.3%	86.0%	85.1%
Teacher attendance rate	96.1%	No change	96.0%	95.8%
Average teacher salary	\$39,847	Up 1.9%	\$40,200	\$40,303
Prof. development days/teacher	12.2 days	Down from 13.4 days	10.8 days	10.3 days

School				
Principal's years at school	6.0	Up from 5.0	5.0	3.0
Student-teacher ratio	31.3 to 1	Up from 28.9 to 1	28.4 to 1	26.2 to 1
Prime instructional time	87.2%	Down from 89.7%	90.5%	90.1%
Dollars spent per pupil*	\$7,124	Down 1.0%	\$6,416	\$6,279
Percent spent on teacher salaries*	57.3%	Down from 57.8%	57.5%	57.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	84.5%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-03 school year saw the implementation of CARES (Curriculum for Academic Readiness and Educational Success) for ninth graders needing academic assistance, the addition of two dual-credit courses in biology, the opening of the new Guidance Wing, the establishment of a Community Liaison Committee to enhance school/community relations, and the development of a new emergency response plan. The mobile laptop computer labs and new hand-held computers expanded opportunities for the use of technology in the classroom. In addition, one teacher earned National Board Certification and four students were accepted to various Governors' Schools.

Athletics at BLHS continued to excel in 2002-2003. Region championships in cross-country, basketball, and softball and state playoff appearances by nine of our twelve varsity teams re-enforces our position as one of the state's best overall sports programs.

Other extra-curricular programs such as band, chorus, art, FFA, FCCLA, and HOSA received state, regional, and national recognition.

Plans for the 2003-04 school year include a change in the daily schedule to allow more time for student academic assistance, parent conferences, and teacher planning. A new alternative school program will be implemented at the Life-Long Learning Center. As we continue to develop programs to reach all students, it is our ultimate goal to realize improvements in student achievement.

As always, we thank you for your outstanding support and commitment to helping us achieve our goal of being "a cut above the rest!"

Raymond Padgett, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	44	100	35
<b>Percent satisfied with learning environment</b>	86.0%	55.0%	71.4%
<b>Percent satisfied with social and physical environment</b>	97.7%	68.4%	67.6%
<b>Percent satisfied with home-school relations</b>	53.5%	75.0%	73.5%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.